

**THE EFFECT OF USING POWER (*PREPARING, ORGANIZING,*
WRITING, EDITING, REWRITING) STRATEGY TOWARD
ABILITY IN WRITING DESCRIPTIVE TEXT OF THE
FIRST YEAR STUDENTS AT MTs AL-ISTIQOMAH
SELATPANJANG MERANTI
ISLAND REGENCY**



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PEKANBARU
1434 H/2013 M**

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A Thesis

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for the Undergraduate Degree in English Education



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ABSTRACT

Siti Munawaroh (2012) :The Effect of Using POWER (Preparing, Organizing, Writing, Editing, Rewriting) Strategy toward Ability in Writing Descriptive Text of the First Year Students at MTs Al-Istiqomah Selatpanjang Meranti Island Regency.

Based on school-based curriculum (KTSP), writing is as one of the skills in mastering English that must be taught and learned in junior high school. MTs Al-Istiqomah Selatpanjang is one of the schools that use it as a guide in teaching learning process. After doing preliminary observation at MTs Al-Istiqomah Selatpanjang, the researcher found that some of the students of the first year still had low ability in their writing. The researcher interpreted that they had lack of vocabulary and information of the lesson that had been taught in expressing their ideas of English.

The objective of this research were to find out the students' ability in writing descriptive text before being taught by using POWER strategy, to find out the students' ability in writing descriptive text after being taught by using POWER strategy and find out if there is a significant difference of students' ability in writing by using POWER strategy of the first year students at MTs Al-Istiqomah Selatpanjang Meranti Island Regency.

The type of research was pre-experimental research. The design was based on pretest and posttest. The subject of this research was the first year students at MTs Al- Istiqomah Selatpanjang Meranti Island Regency. The object of this research was the effect of using POWER strategy towards students' ability in writing descriptive text. The population of this research was all of students of the first year students in the academic year of 2011/2012. The sample was chosen through total population sampling. To analyze the data, the researcher used Paired Sample T-test formula.

The result of data analysis was t_0 that was higher than t_{table} . In other words, there is a significant difference of students' ability in writing descriptive text before being taught by using POWER strategy and after being taught by using POWER strategy of the first year students at MTs Al-Istiqomah Selatpanjang Meranti Island Regency. Therefore, it can be concluded that after being taught by using POWER strategy was better than before using POWER strategy.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is an important skill in English. It can be defined as a process to express ideas and thought into a written language. Writing is also both a process and a product.¹ It looks like easy, but in fact, it requires a great deal of thought. Moreover, someone who wants to write an essay, he or she must know the steps in writing process and aspects of writing itself. There are many aspects that should be considered in writing such as, developing ideas, grammatical devices, choices of words, writing strategy and so on. Besides, writing is also communicative act that depend upon an awareness of social relationship and social expectations.² It is not only considered of contents but it is also from the view of readers. It means that a writer wrote a written form, he or she should consider the reader's expectation.

In addition, writing is also a field to explore, to express, to develop own ideas, values, and perceptions. Writing can be an essential lifetime skill, a skill that is because of its multiple uses and functions. Writing is an efficient tool to facilitate and reinforce other languages. Reading, vocabulary, and grammar skills are employed in the act of writing.³ Furthermore, writing is the last one of goal of learning English that is to provide opportunities for students to explore their

¹Kalayo Hasibuan and M. Fauzan Ansyari, 2007, *Teaching English as a Foreign Language (TEFL)*, Pekanbaru: Alaf Riau, p.127.

²Jane B.Hughey.et al, 1983, *Teaching ESL Composition* , London: Newbury House Publishers,Inc, p.3.

³*Ibid.*, p.4.

opinion, to discuss their ideas, and to share their experience of through written communication. For students, writing is to build their idea in their writing.

There are many kinds of text in composition of language. Descriptive text is one of the various types of composition. It is used to describe ideas and examples focused on a particular subject. It focuses on describing things that can be seen or heard. Moreover, the word descriptive is words that can create pictures and impression that appeal not only to the mind but also to the five senses: sight, sound, smell, taste, and touch.⁴ Furthermore, a good description is a word picture; the reader can imagine the object, place, or person in his or her mind.⁵ It means that descriptive text generally is to describe or imagine things in many side whether its sense or form of things.

Writing a descriptive text is not easy. The students should follow the generic structure by describing things. In one of descriptive elements, text is imaginary. It means that similes and metaphors make comparisons to enhance the reader's understanding of an experience or event.⁶ Moreover, it can be a helpful tool to complete description text related to what object or subject which is described.

In order to accomplish students' needs toward writing, School Based Curriculum (KTSP) provides writing as one of skills that must be taught and learned in educational level especially in junior high school. MTs Al-Istiqomah is one of junior high schools that also uses School Based Curriculum (KTSP) 2010

⁴Schuster and Simon, 2003, *Essay Writing Step-by-Step*, New York: Kaplan Publishing, p.122.

⁵Alice Oshima and Ann Hogue, 2007, *Introduction to Academic Writing*, New York: Pears of Longman, p.6.

⁶*Ibid.*

as its guidance in teaching and learning process. In Islamic Junior High School Selatpanjang, writing is taught twice in a week with duration of 40 minutes for a learning period.

According to syllabus 2012 at the first grade on second semester, the basic competence of writing English refers to capability of students in expressing the meaning in functional text and essay in the form of text, such as; descriptive, and procedure text in the contexts of daily activities⁷. Ideally, they should be able to write descriptive text. However, in fact, their ability in writing descriptive text was still far from the expectation of curriculum.

Based on the researcher's preliminary study, the teacher applied the conventional strategy such three-phase technique in teaching and learning process. Firstly, the teacher explained what descriptive text is, its function and generic structure, explained an example on the students' textbook, and then asked them to write a descriptive text. She has taught it clearly, but when she asked them to write a descriptive text, some of students were not able to do that. They were not able to express and develop their ideas. Their sentences also were incorrect based on the structure. They used the capital letters on the wrong place and lack of choices of words. Some of words were also incorrect spelling. These facts automatically caused them not to be able to achieve the passing score or cumulative minimal standard (KKM). The passing score of English subject in MTs Al-Istiqomah is 60.

⁷ *Syllabus of MTs Al-Istiqomah*, 2010, Selatpanjang: Unpublished, p.13.

Based on this situation in MTs Selatpanjang, it is clearly that most of students still got difficulties in English. The problems can be seen as the following symptoms:

1. Some of students are not able to express their idea in descriptive text well.
2. Some of students are not able to write based on generic structure of descriptive text.
3. Some of students are not able to organize their writing in a generic text in their writing.
4. Some of students do not know how to write a text based on the text given by the teacher.

To improve the students' ability in writing descriptive text needs an appropriate strategy and technique helping them as solution for their problems.

There is a strategy that can help students in writing descriptive text, called POWER strategy or prepare, organize, write, edit, rewrite. The lesson sequence described here is only one example of how a teacher could structure a series of lessons to develop students' skills in planning, writing, and editing a paragraph⁸.

In a study, it stated that

“The POWER strategy has three stages. The first stage is a prewriting stage before you actually start writing and includes the planning and organizing steps. The second stage is actually writing and includes the write step. The third stage is the post-writing stage and includes the editing and revising stages”⁹.

⁸NSW Department of Education and Training, 2007, *Writing and Spelling Strategies: Assisting Students Who Have Additional Learning Support Needs*, New South Wales: Programs Directorate, p.95.

⁹James Madison University, 1991, “POWER. Learning Toolbox 372,[http://coe.jmu.edu/LearningToolbox /printer power.pdf](http://coe.jmu.edu/LearningToolbox/printer%20power.pdf) (Retrieved: April 4, 2011).

It means that POWER strategy includes aspects of beginning to write up to finishing. Therefore, the students understand how to write a good descriptive text based on the components of each genre text.

Considering the importance of writing in educational field, therefore the researcher is interested in conducting a research entitled **“THE EFFECT OF USING POWER (*PREPARING, ORGANIZING, WRITING, EDITING, REWRITING*) STRATEGY TOWARD ABILITY IN WRITING DESCRIPTIVE TEXT OF THE FIRST YEAR STUDENTS AT MTs AL-ISTIQOMAH SELATPANJANG MERANTI ISLAND REGENCY”**.

B. Problem

1. Identification of the Problem

Based on the background above, the researcher identifies some problems of this research as follows:

- a. Why are some of students not able to express descriptive text well?
- b. Why are some of students not able to write based on generic structure of descriptive text?
- c. What are factors make students not able to organize their writing in a generic text?
- d. Why did some of students not know how to write a text based on the text given by the teacher?
- e. Why do some of the students not have good strategy in writing?

2. Limitation of the Problem

Based on the identification of the problem above, there are some problems involving in this research. As mentioned before, some of the students are not able

to express descriptive text well, and some of students are not able to write based on generic structure of descriptive text. These problems could be caused from the method that was used before. It demonstrates that application of the method that teachers use discussion method is less effective in students' writing ability. Therefore, the researcher limits the problem on the teaching method used by the teacher. The researcher would try to use a new teaching strategy called POWER strategy and to find that POWER strategy can give significant difference toward students' writing ability of the first year students at MTs Al-Istiqomah Selatpanjang Meranti Island Regency.

3. Formulation of the Problem

The formulation of the problem in this research is formulated in the following research questions:

- a) How is the students ability in writing descriptive text before being taught by using POWER strategy of the first year students at MTs Al-Istiqomah Selatpanjang Meranti Island Regency?
- b) How is the students ability in writing descriptive text after being taught by using POWER strategy of the first year students at MTs Al-Istiqomah Selatpanjang Meranti Island Regency?
- c) Is there any significant difference of students' ability in writing descriptive text before and after being taught by using POWER strategy towards ability in writing descriptive text of the first year students at MTs Al-Istiqomah Selatpanjang Meranti Island Regency?

C. The Objective and Significant of the Research

1. Objective of the Research

Based on formulation of the problem above, the objective of the research can be seen as follows:

- a. To find out the information about the students' ability in writing descriptive text before being taught by using POWER strategy.
- b. To find out the information about students' ability in writing descriptive text after being taught by using POWER strategy.
- c. To find out if there is a significant difference of students' ability in writing descriptive text before and after being taught by using POWER strategy towards ability in writing descriptive text of the first year students at MTs Al-Istiqomah Selatpanjang Meranti Island Regency.

2. Significance of the Research

The significance of this research is indicated as follows:

- a. To find out the significant difference students' ability in writing descriptive text. Before and after being taught by using POWER strategy.
- b. To conduct and enlarge the writer's insight and knowledge dealings with the research.
- c. To complete the writer's task in fulfilling the writer's requirements for undergraduate degree in English Education Department of Education and Teacher Training Faculty of UIN Suska RIAU.

D. The Definition of the Terms

To avoid misunderstanding and misinterpreting in writing this paper, it is necessary for the researcher to explain the terms used in this study. They are defined as follows:

1. POWER

POWER strategy is a writing strategy that stands for prepare, organize, write, edit, and rewrite.¹⁰ It means that stage above is the process of writing from start until finish to help students in exploring their writing. In this research, POWER strategy refers to a strategy that was implemented in teaching writing descriptive text.

2. Writing

Writing is viewed as the result of complex processes of planning, drafting, reviewing and revising language writing.¹¹ It means that the procedure of writing process before it is going to write something.

3. Ability

Ability is possession of the means or skill to do something.¹² Ability here means that students ability in writing especially in writing descriptive text.

¹⁰NSW Department of Education and Training, *Loc.Cit.*

¹¹ Jack Richards and Richard Schmid, *Op.Cit*, p.592.

¹²Tony Smith, 2004, *Concise Oxford English Dictionary*, Oxford: Oxford University Press, <http://www.library.nu>. (Retrieved: April 21,2011), p.70.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Writing

Writing is an essential thing. Writing is one of productive skill. Moreover, the productive skills of writing and speaking are different in many ways.¹¹ It means that although writing and speaking are both productive skills, they have special characters whether on context, utterance, grammar, etc. Furthermore, there are three generally distinctive uses of writing; they are:

- a. Writing to communicate.

It is easier to describe writing as communication because this is the use to which school writing is most obviously put. For years, teachers in elementary, middle and high school classes admonished you to write clearly, correctly, concisely, and objectively about topics they hoped would interest you.¹² It means that to communicate with writing should be cared and synchronized on the topic of both the writer and the reader. The connection a writer to the reader is necessary because the success of writing from the writer can be seen from how much the reader understands of it.

¹¹Jeremy Harmer, 2003, *The Practice of English Language Teaching*, Cambridge: Longman, <http://www.library.nu.com> (Retrieved: April 2,2011), p.246.

¹²Toby Fulwiler, 2002, *College Writing:A Personal Approach to Academic Writing*, Portsmouth, NH: Boynton/cook Publisher,Inc. <http://www.library.nu.com> (Retrieved: April 21,2011), p.26-29.

b. Writing to Imagine

Poetry, fiction, drama, essay, and song are the genres usually associated with imaginative language.¹³ In other words, imaginative uses of language often gain effect not only from the ideas about which the authors writes, but also from the form and style in which those ideas are expressed.

c. Writing to Explore

Writing is that which you do for yourself, which is not directed at any distant audience and which may not be meant to make any particular impression at all, neither sharply clear nor cleverly aesthetic. This kind of writing might be called personal, expressive, or exploratory.¹⁴ The exploration of writing can be seen from self expression, carelessness toward readers, and just dealing with the writers personal idea in writing expression. Moreover, a writer just writes what he/she feels at the time.

2. The Steps of Writing

Writing is a long process. It should face several steps, while process of writing is never a one step-action. When students first write something, students have already been thinking about what to say and how to say. Next, after the students have finished writing, the students read over what they have written and made changes and correction until they are satisfied that their writing expressed exactly on what they want to say.

¹³ *Ibid.*

¹⁴ *Ibid.*

Students write and revise again. According to Alice and Ann the process of writing has roughly four steps.¹⁵ In the first step, you create ideas. In the second step, you organize the ideas, you write a rough draft. In the final step, you polish your rough draft by editing it and making revision. In conclusion, writing is truly a process by using four steps that can be followed for students.

1) Prewriting

The writing process begins with a kind of preparation called prewriting. Prewriting is all the activities that writers perform to stimulate ideas and details before sustained writing begins.¹⁶ Prewriting can be defined as a plan to make an essay or writing. Prewriting includes three activities.¹⁷

1. Thinking and talking about an idea. This activity can be included as several techniques such: brainstorming or listing.
2. Reading other writing or examining pictures or other media. It will be helped by photograph, movie, library resources, picture, etc.
3. Doing writing warm-up. This activity is helped such stimulus, give duration time for students write.

In short, in prewriting, the writer plans about what to write by facing some steps, such as' thinking and talking, reading other writing, and doing writing warm up.

¹⁵Alice Oshima and Ann Hogue, 2007, *Introudction to Academic Writing*, NewYork: Pears of Longman, p.15-20.

¹⁶S.Wiener Harvey, *Loct.Cit.*

¹⁷*Ibid.*

2) Organize

The next step in the writing process is to organize the ideas into a simple outline. The students of our models wrote a sentence that named the topic and told the main idea. In the other words, organizing ideas gives them a change to put their own point of view and their own thought into their writing by approaching the organization of writing is that to rank the ideas based on its usefulness.

3) Write

The next step is to write a rough draft. The drafting stage is where you really begin writing.¹⁸ Writing rough draft quickly can be done without stopping to think about grammar, spelling or punctuation. It can be seen many errors in rough draft. The errors will be revised. The most important thing here is to get words into paper. It means writing as much as possible without much caring about grammatical devices because many errors can be revised at the next steps.

4) Edit

The next step is editing. Editing is not simply a matter of correcting errors.¹⁹ Basically, editing means making your piece of writing as reader-friendly as possible by making the sentences flow in clear and easy way to read. In briefly, to make a reader is easy to understand of the writing, it needs to check the piece for style, grammar, and presentation. Moreover, if it is necessary to do, an editor needs to edit the writing.

¹⁸Kristine Brown and Susan Hood, 1993, *Writing Matters: Writing Skills and Strategies for Students of English*, New York: Cambridge University Press.<http://www.library.nu.com> (Retrieved: April 21,2011), p.14.

¹⁹Beth Means and Lindy Lindner, 1998, *Teaching Writing in Middle School: Tips, Tricks and Techniques*, Englewood: Greenwood Publishing Group.<http://www.library.nu.com> (Retrieved: June 19,2011), p.157.

Thus, editing is not restricted to occurring after all the writing has been completed. Moreover, learners can be encouraged to edit through the feedback that they get from their classmates, teacher and other readers. Such feedback is useful if it occurs several times during the writing process and is expressed in ways that the writer finds acceptable and easy to act on.

5) Revise.

Revising is to look again of the writing. It might take place while you are drafting or after you have finished a draft and think about several points as follows:²⁰

- a. Revising is the most important stage in the writing process.
- b. It involves checking that your content and purpose are clear and appropriate for your reader, in the particular writing situation.
- c. It is not just a matter of checking spelling, punctuation and grammar. It involves arranging, changing, adding, leaving our words, and so on.
- d. It is a constructive part of the writing process and it is important that you see it in this way. You should give it some time and attention in all your writing.

Based on the points above, it can be concluded that revising is the closing of the writing to make of the writing perfectly, beginning from content, grammatical devices, and so forth.

²⁰Kristine Brown and Susan Hood, *Op. Cit.*, p.20.

3. The Aspects of Writing

In relation to the aspects of writing, illustrated five aspects that should be directly involved in writing performance²¹, namely:

- 1) Content: the substance of writing; the ideas expressed.
- 2) Form: the organization of content.
- 3) Grammar: the employment of grammatical forms and syntactic patterns
- 4) Style: the choices of structures and lexical items to give a particular tone or flavor to the writing.
- 5) Mechanics: the use of the graphic conventions of the language.

Those are the aspects that should be considered before starting to write of the whole of the content. Furthermore, related to the aspects writing, these are six general categories that are often the basis for the evaluation of students writing those are:²²

1. Content consists of thesis statement, related ideas, development of ideas through personal experience, illustration, facts, and opinion, use of description, cause/effect, comparison/contrast, and consistent focus.
2. Organization consists of effectiveness of introduction, logical sequence of ideas, conclusion, and appropriate length.
3. Discourse consists of topic sentence, paragraph unity, transition, discourse markers, cohesion, rhetorical conventions, reference, fluency, economy, and variation.

²¹Syafii, 2011, *A writing of English for Academic Purposes*, Pekanbaru: LBSI, p.164.

²²Brown, H.Douglas, 1994, *Teaching by Principles in Interactive Approach to Language Pedagogy*, California: Prentice Hall Regents Englewood Cliffs, p.342.

4. Syntax.
5. Vocabulary.
6. Mechanics consists of spelling, punctuation, citation of reference (if applicable).

These are many kinds of aspects that should be considered in writing process. These aspects as roughly as possible to exist in a writing.

4. Teaching Writing Process

Teaching is one process to transform of knowledge. The teaching of the script can be easily separated from the other aspects of writing, There are a number of fundamentally similar aspects which all teachers of English need to take into account. Students need to be able to copy confidently and accurately and to observe a number of conventions on paragraphing and punctuation.

In the teaching of writing, we can focus on the product of that writing or on the writing process itself. In order that, the teacher needs to deploy some roles when students are asked to write are:²³

- a. Motivator, one of our principal roles in writing tasks is motivating the students, creating the right conditions for the generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much effort as possible for maximum.
- b. Resource, especially during more extended writing tasks; we should be ready to supply information and language where necessary. We need to tell students

²³Jeremy Harmer, *Op.Cit.*, p.261.

that we are available and to prepare ourselves such as, progresses, offering advice and suggestion in a constructive and tactful way.

- c. Feedback provider, giving feedback on writing task demands special care. Teacher should respond positively and encouragingly to the content of what the students have written.

The role of teacher during students writing activity is very important, not only to guide students to give the topics but also to motivate them to be active on what students feel and explore into a writing. Moreover, the teacher should be prepare his/herself of many information of the writing at the moment. Finally, teacher should consider what students have written and given feedback as question or respond to know the understanding what they are writing from themselves.

5. Writing Descriptive Text

Descriptive text is one of genre in writing composition. The word descriptive can be defined as describing something. A writer in descriptive text uses details to tell how a subject looks, sound, smells, tastes, or feels. Moreover, the essay should make the reader respond to what he or she is reading.²⁴ Meaning that she or he should consider as a writer and as a reader when want to write descriptive text. Furthermore, the function of descriptive text is to describe a particular thing, place or person and kind of text uses the present tense and no

²⁴Alice Savage and Patricia Mayer, 2005, *Effective Academic Writing 2*, Oxford: Oxford University Press, p.33.

conjunction.²⁵ While, descriptive also describes ideas and examples focused on a particular subject. Both of them are similar that descriptive text focuses on subject to make clearly reader understand of our writing.

Generally, generic structures of descriptive text include:²⁶

- a. Identification is a statement containing a topic to describe. In addition it can identifies the phenomenon to be described.
- b. Description is the details of the description about the object mentioned in the identification. In addition, descriptive text describes the key features, such as:
 - 1) Parts/things look like physical appearance.
 - 2) Qualities, such degree, of beauty, excellence, or worth/value.
 - 3) Other characteristics such, prominent aspects that are unique.

6. The Concept of POWER Strategy

The POWER strategy is one of strategies to make students easier to write. The purpose of POWER strategy is to provide explicit instruction to students on how to write. The writing process will be taught by using the acronym POWER:²⁷ prepare, organize, write, edit, and rewrite. This is based on resume in New South Wales Department of Education and Training book.

While the specific steps of *POWER* strategy are:

Prepare = pick a topic.

Use the think sheet to write down your ideas

²⁵Joko Siswanto, Yuniarti Dwi Arini and Wasi Dewanto, 2005, *Let's Talk*, Bandung: Pakar Raya Pustaka, p.154.

²⁶Mulyono and M.J.Ari Widayanti, 2010, *English Alive Grade X*, Jakarta: Yudhistira, p.98.

²⁷NSW Department of Education and Training, *Loc.Cit.*

Think about whether you need more information

If so, find out more.

Write the main idea

Organize = cross out ideas you will not use.

Group ideas that go together

Number ideas in the order you want to write them

Write = write the facts as sentences

Use paragraph form

Edit = use the edit sheet and think about how your paragraph will sound to your partner.

Edit with a partner

Rewrite = write your final draft.

Check your sentences, capitals, punctuation, and spelling.

POWER strategy is modified for teaching descriptive text. POWER strategy is an effective factual paragraph and keeping in mind the characteristics of students with writing difficulties and the principles of effective instruction.²⁸ Moreover, descriptive is one of some factual genres that has purpose to give an account of imagined or factual text events and phenomena.²⁹ This strategy encourages students to write descriptive text effectively by using several stages such; planning or preparing, organizing, writing, editing and revising.

²⁸*Ibid.*

²⁹Ken Hyland, 2004, *Second Language Writing*, New York: Cambridge University Press.
<http://www.library.nu.com> (Retrieved: June 17,2011), p.20.

Based on the curriculum, the basic competence of writing English refers to the capability of students to express the meaning of monologue texts or essays that use various written language accurately, fluency, and contextually in the form of text such as report, narrative, descriptive, and analytical exposition.

Descriptive text is a text used to describe subjects by telling and showing some description of subject. Moreover, descriptive text focuses on things that we see or hear and think about how words related to touch, smell, and taste create instant pictures, rub, sting, and whiff.³⁰ While factual paragraph tells about the fact³¹. Meaning that those have the same purpose is about describing something or subject to make readers understand.

7. The Advantage of POWER Strategy in Writing Activity

POWER strategy as the staging tool is very useful for the students the writing process. This writing strategy organizes all the steps in the writing process. The first advantage of POWER strategy is that it teaches students four different organizational structures for writing papers: stories, comparison-contrast, explanations, and problem/solution.³² It means that POWER strategy has some stages to help students easy in writing based on what students need to write. While, second advantage of POWER strategy according to Luke is demonstrated that students can be taught to use strategies that they have developed themselves.³³

³⁰Schuster and Simon, *Loc.Cit.*

³¹NSW Department of Education and Training, *Loc.Cit.*

³²Englert et,al, 2006, *Cognitive Strategy Instruction Writing*, <http://UNL | Dept. of Special Ed & Communication Disorders| 202 Barkley | Lincoln, NE 68588-0802 | 402-472- 5816 |> (Retrieved: June 17,2011), p.1.

³³D.Luke ,Stephen, 2010, *The POWER of Strategy Instruction*.<http://C:/Users/Smart%20Com/ /POWER/learning- strategies.htm>. (Retrieved: June 17,2011), p.1-2.

Strategies also play a key role in the effectiveness of good readers. In fact, strategies play a key role in all learning tasks.

Effective writers, for example, use three recursive stages in preparing written work such as: **planning**, **writing**, and **revising**. Within those general areas, more strategies are deployed. Based on the explanation above, it is clear enough that POWER writing strategy is very useful for students writing. It helps students to focus on the writing by using some stages, those are prepare or planning ideas, organizing, writing, editing and revising of writing.

B. Relevant Research

The relevant research of this research is from Jeffrey and Craig conducted a research entitled “Giving Students with Learning Disabilities the POWER to Write: Improving the Quality and Quantity of Written Products”.³⁴ The research findings showed that this strategy had a significant impact on students’ writing performance with an increase in quality and the quantity (number of words and sentences) of written product and students were able to perform the strategy over a delayed period of two weeks. This research has the difference from the researcher’s, because the researcher only wants to know the effect of using POWER strategy toward students’ ability in writing descriptive text.

³⁴ Jeffrey P. Bakken and Craig K. Whedon, 2003, *Learning Disabilities; a Multidisciplinary Journal*, Chicago: Goodfellow Printing, p.13.

C. Operational Concepts

In carrying out this research, it is necessary to clarify the variables used in analyzing the data. There are two variables; variable X and Y. variable X is the using of POWER strategy. While variable Y is the students' ability in writing descriptive text.

1. The procedures of variable X:
 - a) The teacher explains on how to write a good descriptive text.
 - b) The teacher introduces POWER strategy in a descriptive text.
 - c) The teacher gives some topics to the students.
 - d) The teacher gives information to the students need about the topic.
 - e) The teacher commands to the students to revise ideas.
 - f) The teacher commands to the students to give number of ideas in order that they want to write them.
 - g) The teacher commands to the students to write sentences and generic structures of descriptive text.
 - h) The teacher gives editing sheet to the students to revise their writing with a partner.
 - i) The teacher commands to the students to write final draft.
 - j) The teacher guides the students to check sentences, capitals, punctuations and spelling for self-revision.

By knowing the students' ability in writing descriptive text of the first year students at MTs Al-Istiqomah Selatpanjang Meranti Island Regency, the researcher determined some indicators of variable Y for descriptive text.

2. The indicator of variable Y:

- a. The students listen and respond the teacher's explanation on how to write descriptive text.
- b. The students carry out of grammatical use in descriptive text.
- c. The students carry out the generic structure of descriptive text.
- d. The students write patterns of sentences which is needed in descriptive text.
- e. The students write a descriptive text well based on generic structure.

D. Assumption and Hypotheses

1. Assumption

- a. The students' ability in writing descriptive text is various.
- b. The better strategy might make better achievement.

2. Hypotheses

- a. H_0 : There is no significant difference of students' ability in writing descriptive text before and after being taught by using POWER strategy of the first year students at MTs Al-Istiqomah Selatpanjang Meranti Island Regency.
- b. H_a : There is a significant difference of students' ability in writing descriptive text before and after being taught using POWER strategy of the first year students at MTs Al-Istiqomah Selatpanjang Meranti Island Regency.

CHAPTER III

METHOD OF THE RESEARCH

A. The Research Design

The type of the research was experimental research. According to Creswell, “experiment is you test an idea (or practice or produce) to determine whether it influences an outcome or dependent variable.”²⁹ The design of this research is pre-experimental research design, which used the one group pretest-posttest design. Moreover, the one group pretest-posttest design is a design that involves a single group in which it is pretested, exposed to treatment and posttested.³⁰ It means that pretest before doing treatment, exposure to treatment and posttest after doing treatment.

Moreover, a pre-experimental design: the one group pretest posttest reports about the value of a new teaching method or interest aroused by some curriculum innovation or other reveal that a researcher had measured a group on a dependent variable (O_1), and then introduced an experimental manipulation (X), and following experimental treatment, had again measured group attitudes (O_2) and proceed to account for differences between pretest and posttest scores by reference to the effect of X.³¹ It means that firstly, doing pretest by using a certain topic, after that experimental treatment and the last doing posttest.

²⁹ W. Creswell, 2008, *Educational Research*, New Jersey: Pearson Prentice Hall, p.299.

³⁰ L.R. Gay and Peter Airasian, 2000, *Educational Research Competencies for Analysis and Application, Six Edition*, New Jersey: Prentice-Hall, Inc, p.367.

³¹ Luis Cohen, Lawrence Manion and Keith Morrison, 2007, *Research Methods in Education Six Edition*. New York: Routledge, p.282.

In conducting the research, one class of first year students of MTs Al-Istiqomah Selatpanjang Meranti Island Regency was involved. The students administered by giving pretest at the beginning in order to know their abilities in writing descriptive text. After that, they were given the treatment at the middle. During treatment, the researcher collaborated with the observer. At the end, they were given post test. In this research, the pretest and posttest were compared in order to determine the significant different of students' ability in writing descriptive text. The design of this research can be illustrated as follows³²:

Table III.1
Research Design

Class	Pretest	Treatment	Posttest
VII	O ₁	X	O ₂

VII = first years students at MTs Al-Istiqomah Selatpanjang
Meranti Island

O₁ = pretest before using treatment

O₂ = posttest after using treatment

X = treatments by using POWER strategy

Moreover, those are the description of research design by using chart in order to complete the explanation above.

³² Donald T. Campbell, Julian C. Stanley, 1966, *Experimental and Quasi-Experimental Designs for Research.*, Boston: Houghton Mifflin Company, p.7.

B. The Location and the Time of the Research

The research was conducted at the first year students of MTs Al-Istiqomah Selatpanjang Meranti Island Regency at Alahair Utama Street. The research was on May to June 2012.

C. The Subject and the Object of the Research

1. The Subject of the Research

The subject of this research was the first year students at MTs Al-Istiqomah Selatpanjang Meranti Island Regency in the academic year of 2011/2012.

2. The Object of the Research

The object of this research was the difference of students' ability in writing descriptive text before and after being taught by using POWER strategy.

D. The Population and Sample of the Research

The population of the research was the first year students of MTs Al-Istiqomah Selatpanjang Meranti Island Regency in academic 2011/2012. The total population of the first year students of MTs Al-Istiqomah Selatpanjang Meranti Island Regency was 20 students. It was only one class.

The researcher used the class of VII as the sample of population. So, researcher used total population sampling. The sample of this research was VII containing one class. The explanation above can be completed in the table 3 as follows:

Table III. 2
Population

Class	VII
Male	10
Female	10
Total Population	20

E. The Technique of Collecting the Data

The kind of instrument used to collect the data needed in this research was test. To collect the data from the sample, the researcher used only written test. The students had been tested to find out the students ability in descriptive text. The test was given before and after the treatment.

The researcher taught the students by using POWER strategy. The pretest was done in order to know the students' ability in writing before being taught by using POWER strategy and the posttest was done in order to know the influences and the significant difference of using students' ability in writing descriptive text after being taught by using POWER strategy and to get data about students writing ability.

The students' ability in writing descriptive text can be measured by using writing assessment used by the English teacher of MTs Al-Istiqomah Selatpanjang Meranti Island Regency. The assessment form can be seen as follows:

Table III. 3
Writing Descriptive Text Form Score
Assesment Aspect of Writing Descriptive Text.

Name:

Class:

No	Assesment Aspects	Score			
		1	2	3	4
1	Content				
2	Organization a. Identification b. Description of features				
3	Vocabulary				
4	Grammatical Features a. Action verb b. Transitional words c. Present Tense				
5	Spelling and Punctuation				
	Total Maximum Score	20			

Explanation of score:

1= incompetent

2= competent enough

3= competence

4= very competent

$$\text{Final score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 80$$

F. The Technique of Data Analysis**1. The Reliability and Validity of the Test**

The test that measuring of students' writing ability had to have reliability and validity. According to Gay, reliability is the degree to which a test consistently measures whatever it is measuring.³³ It is reflected in the obtaining how far the test or instrument test that enable to measure the same subject on

³³ L. R. Gay, *Op.Cit.*, p.169.

different occasions that indicating the similar result. In short, the characteristic of reliability is sometimes termed consistency.

In this research, to know the reliability of the writing test, the researcher used inters rater reliability. The researcher has two raters in order to access the students' writing ability. Gay said that inter judge reliability can be obtained by having two (more) judges independently score to be compared to the score of both (more) judges. The higher correlation, the higher the inter judge reliability. The researcher used SPSS.17 Version to see the score correlation between the raters.

r product moment can be obtained by considering the degree of freedom (df) as below:

$$df = N - nr$$

N = number of cases

nr = the total variable correlated

Statistically the hypotheses are:

$$H_0 : r_o < r_t$$

$$H_a : r_o \geq r_t$$

H_0 was accepted if $r_o < r_t$ or there was no significant correlation between score from rater 1 and rater 2.

H_a was accepted if $r_o \geq r_t$ or there was a significant correlation between score from rater 1 and rater 2.

To know the validity of the test, the researcher used content validity. Referring to Bambang, if a measurement is as the representative of the ideas or the

appropriate material that will be measured called content validity.³⁴ It means the test had fulfilled the validity of the content. The following table will describe the correlation between score of rater 1 and the score of the rater 2 by using pearson product moment correlation formula through SPSS 17 Version:

Table III. 4
Correlations

		rater_1	rater_2
rater_1	Pearson Correlation	1	.726**
	Sig. (2-tailed)		.000
	N	20	20
rater_2	Pearson Correlation	.726**	1
	Sig. (2-tailed)	.000	
	N	20	20

From the output above, it can be seen that r calculation is 0.726 it would be correlated to r table, df=19 to be correlated either at level 5% or 1%. At level 5% r table is 0.433, while at level 1% r table is 0.549. Thus, the r observation was obtained higher than r table, either at level 5% or 1%. So the researcher concluded that there is a significance correlation between score of rater 1 and

³⁴Ag.Bambang Setiyadi, 2006, *Metode Penelitian Pengajaran Bahasa Asing: Pendekatan Kuantitatif dan Kualitatif*, Edisi Pertama, Yogyakarta: Graha Ilmu, p.23.

score of rater 2. In the other words, the writing test was reliable. The reliability of writing test was high.

To know the validity of the test, the researcher used content validity. Referring to Bambang, if a measurement is as the representative of the ideas or the appropriate material that will be measured called content validity.³⁵ It means the test had fulfilled the validity of the content. In other word, the materials of the test have been tough at the first year of MTs Al-Istiqomah Selatpanjang Meranti Island Regency. It was familiar materials and near to the students' daily life. It was appropriate to the students' knowledge, insight and experience. Moreover, the materials were taken from the book guide for the students and other related resources. Here the researcher prepared some topics based on the topics discussed at the time. The topic would be chosen from the researcher and students write in the piece of paper based on steps of POWER strategy.

2. T – test

In order to find out whether there was a significant difference of students' ability in writing descriptive text before and after being taught by using POWER strategy, the data was statistically analyzed. In this research, the researcher used SPSS.17 Version to calculate the data. T-test of this case was dependent sample t-test or paired sample t-test. A dependent sample t-test is also used to compare to means on a single dependent variable³⁶. The result of t-test analyzed could be seen

³⁵Ag. Bambang Setiyadi, 2006, *Metode Penelitian Pengajaran Bahasa Asing: Pendekatan Kuantitatif dan Kualitatif*, Edisi Pertama, Yogyakarta: Graha Ilmu, p.23

³⁶ C.Urdan, Timothy, 2005, *Statistics in Plain English*, New Jersey: Laurence Erlbaum Associates (Retrieved: April 21,2011), p.90.

on the SPSS output. Moreover, assumptions and conditions for use of the paired sample t-test are as follows:

1. The independent variable is dichotomous and its levels or groups are paired, or matched, in some way (e.g., husband-wife, pre-post, etc.).
2. The dependent variable is normally distributed in the two conditions.

The significant level chosen in analyzing the score t_o was 5% or 0.05.

H_a was accepted if: $t_o > t_t$

or If probabilities < 0.05

It means there was a significant difference of students' ability in writing descriptive text before and after being taught by using POWER strategy.

H_o was accepted if: $t_o < t_t$

or If probabilities > 0.05

It means there was no a significant difference ability in writing descriptive text before being taught by using POWER strategy and after being taught by using POWER strategy are categorized in the classification as follows³⁷:

Table III. 5
The Classification of Students Score in writing Descriptive Text

Score Level	Category
80-100	Excellent
66-79	Very Good
56-65	Good
46-55	Fair
0-45	Poor

³⁷Anas Sudijono, 2009, *Pengantar Evaluasi Pendidikan*, Jakarta: Rajawali Pers, p.35.

Based on the table above, it is clearly that if the score level 80-100 are categorized into excellent. If the score level is 66-79, its categorized into very good. If the score level is 56-65, its categorized into good. If the score level is 46-55, its categorized into fair. Last, if the score level is 0-45, its categorized into poor.

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. The Description of the Data

The aim of this research was to obtain the significant difference of students' ability in writing descriptive text before being taught by using POWER strategy and students' ability in writing descriptive text after being taught by using POWER strategy.

The data were from the score of the improvement of students' writing ability from pre-test to post-test before and after treatment. In giving tests, pre-test and post-test, the students were asked to write spontaneously without any specific preparation by giving a certain topic. The writing test was deals with descriptive text. The topic were that had been taught in previous semester and evaluated by concerning five components of students' writing ability; content, organization, vocabulary, grammatical features, and spelling and punctuation. Each component had its score.

B. The Data Presentation

The data of this research was the written presentation test for testing students writing. The data of this writing test were the scores of the students' improvement from pre-test to post-test. Then, it was collected to the students' writing ability in descriptive text in terms of content, organization, vocabulary, grammatical features, and spelling and punctuation. The researcher used two

raters to students' score. The students' score of pre-test and post-test can be seen as follows:

1) Students' Writing Score in the Pre-test

The table below showed the result of pretest. Pretest was administered before giving treatment.

Table IV. 1
The Students' Score Of Pre-Test In Terms of Using Content,
Organization, Vocabulary, Spelling and Grammar.

No	S	Writing Skill																		T		
		Content				Organization				Vocabulary				Grammar				Spelling				
		Rater		T	S	Rater		T	S	Rater		T	S	Rater		T	S	Rater			T	S
		1	2			1	2			1	2			1	2			1	2			
1	S1	2	3	100	50	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	56
2	S2	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	4	3	140	70	60
3	S3	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	58
4	S4	2	3	100	50	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	56
5	S5	2	2	80	40	2	3	100	50	3	3	120	60	3	2	100	50	3	3	120	60	52
6	S6	2	3	100	50	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	56
7	S7	2	2	80	40	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	54
8	S8	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	4	3	140	70	60
9	S9	2	2	80	40	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	54
10	S10	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	4	3	140	70	60
11	S11	2	3	100	50	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	56
12	S12	2	2	80	40	2	3	100	50	3	3	120	60	3	2	100	50	3	3	120	60	52
13	S13	2	2	80	40	2	3	100	50	3	3	120	60	2	2	80	40	3	2	100	50	48
14	S14	2	3	100	50	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	56
15	S15	2	3	100	50	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	56
16	S16	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	58
17	S17	2	2	80	40	2	2	80	40	3	3	120	60	3	2	100	50	3	2	100	50	48
18	S18	2	3	100	50	3	3	120	60	3	4	140	70	3	3	120	60	3	3	120	60	60
19	S19	2	3	100	50	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	56
20	S20	2	2	80	40	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	54
Mean		46.5				52.5				60.5				57.5				60.5				55.5

Based on the table of writing components of students' writing ability above, it can be seen that the students' writing ability in each component was various proven by each mean of each component; content, organization vocabulary, grammar and spelling. Among the five components that were already mentioned, the lowest mean score was content at score 46.5 and the highest mean score was spelling at score 61.5 and vocabulary was 61.5 while students' grammar was 57.5, and organization was 52.5.

It was found that the students' score of writing ability of pretest assessed by two raters was very low. It means that the students' ability in writing descriptive text was still low before being taught by using POWER strategy. However, the total of mean score of students' writing ability pretest was 55.5. In order to read the data easily, the pretest score can be seen as follows:

Table IV. 2
The Description of Frequency of Students'
Pre-Test Scores

		pre_test			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	48	2	10.0	10.0	10.0
	52	2	10.0	10.0	20.0
	54	3	15.0	15.0	35.0
	56	7	35.0	35.0	70.0
	58	2	10.0	10.0	80.0
	60	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

Referring on the table above, it shows that there was 2 students who got score 48 (10%), 2 students who got 52 (10%), 3 students who got 54 (15%), 7

students who got 56 (35%), 2 students who got 58 (10%), 4 students who got 60 (20%). It can be seen that the total number of students was 20 students. The highest score was 60 and the lowest score was 48. The highest frequency was 7 at the two scores of 56. Based on the data obtained, there were only 4 students who got 60 score. It means that only 4 students reached the passing standard score stated by MTs Al-Istiqomah Selatpanjang Meranti Island Regency.

2) Students' Writing Score in the Post-test

The table above showed the result of posttest. Posttest was administered after giving treatment. It means that, the score was the result after being taught by using POWER strategy.

Table IV. 3
The Students' Score Of Post-Test In Terms of Using Content, Organization, Vocabulary, Spelling and Grammar

No	S	Writing Skill																			T	
		Content				Organization				Vocabulary				Grammar				Spelling				
		Rater		T	S	Rater		T	S	Rater		T	S	Rater		T	S					
		1	2			1	2			1	2			1	2							
1	S1	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	4	3	140	70	60
2	S2	3	3	120	60	3	3	120	60	4	3	140	70	4	3	140	70	4	3	140	70	66
3	S3	3	3	120	60	3	3	120	60	3	4	140	70	3	3	120	60	4	4	160	80	66
4	S4	3	3	120	60	3	2	100	50	3	3	120	60	3	3	120	60	4	3	140	70	60
5	S5	2	2	80	40	3	3	120	60	3	3	120	80	3	3	120	60	4	3	140	70	58
6	S6	3	2	100	50	3	3	120	60	4	4	120	60	3	3	120	60	4	4	140	80	66
7	S7	2	3	100	50	3	2	100	50	3	3	120	70	3	2	100	50	4	2	160	60	54
8	S8	3	3	120	60	3	4	140	70	4	3	140	70	4	3	140	70	4	3	120	70	68
9	S9	2	3	100	50	3	3	120	50	3	3	120	60	4	3	140	70	4	3	140	70	60
10	S10	3	3	120	60	3	3	120	60	4	3	140	70	4	3	140	70	4	4	140	80	68
11	S11	3	3	120	60	3	3	120	60	4	4	160	80	4	3	140	70	3	3	140	60	66
12	S12	3	3	120	60	3	3	120	60	3	2	100	50	3	3	120	60	4	3	160	70	60
13	S13	3	2	100	50	3	3	120	60	3	3	120	60	2	2	100	50	3	4	120	60	56
14	S14	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	4	3	140	70	62
15	S15	3	3	120	60	3	3	120	60	3	4	140	70	3	3	120	60	4	3	120	70	64
16	S16	4	3	140	70	3	3	120	60	4	4	160	80	4	3	140	70	3	3	140	60	68
17	S17	3	2	120	60	3	2	120	60	4	2	120	60	3	2	100	50	3	3	140	60	58
18	S18	2	2	80	40	3	3	120	60	3	2	100	50	3	3	120	60	3	3	120	60	54
19	S19	3	3	120	60	3	3	120	60	2	2	80	40	3	2	100	50	2	2	80	40	50
20	S20	2	3	100	50	3	3	120	60	3	3	120	60	4	3	140	70	4	3	140	70	62
Mean		55.5				59				63.5				61.5				67				61.3

Based on the table of writing components of students' writing ability above, it can be seen that the students' writing ability in each component was various proven by each mean of each component; content, organization vocabulary, grammar and spelling. Among the five components that were already mentioned, the lowest mean score was content at score 55.5 and the highest mean score were spelling at score 67, vocabulary at score 63.5 while students' grammar was 61.5, and organization was 59.

Table IV. 4
The Description Of Frequency of Students'
Post-Test Scores

		post_test			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	5.0	5.0	5.0
	54	2	10.0	10.0	15.0
	56	1	5.0	5.0	20.0
	58	2	10.0	10.0	30.0
	60	4	20.0	20.0	50.0
	62	2	10.0	10.0	60.0
	64	1	5.0	5.0	65.0
	66	4	20.0	20.0	85.0
	68	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

Based on the table above, it can be seen that there was 1 student who got 50 (5%), 2 students who got 54 (10%), 1 student who got 56 (5%), 2 students who got 58 (10%), 4 students who got 60 (20%), 2 students who got 62 (10%), 1 student who got 64 (5%), 4 students who got 66 (20%), 3 students who got 68 (15%). Based on the table above, it can be seen that the total number of students was 20 students. The higher score was 68, and the lowest score was 50. The highest frequency was 4 at score of 60.

C. The Data Analysis

The data analysis was presented based on the statistical result followed by using POWER strategy on the students' writing ability in descriptive text of the first year students at MTs Al-Istiqomah Selatpanjang Meranti Island Regency. The data were divided into two, they were pretest and posttest. To analyze the data, the mean score and the standard deviation, the researcher used SPSS.

1. Analysis of Students' Ability in Writing Descriptive Text before being Taught by Using POWER Strategy

The data of students' pre-test were the score of their students' writing ability in descriptive text. The score were displayed below:

Table IV. 5
Students' Pretest Scores

Score (x)	Frequency (f)	Passing Score
48	2	Failed
52	2	Failed
54	3	Failed
56	7	Failed
58	2	Failed
60	4	Passed
Total	20 students	100

From the table IV. 5, it was found that only one student reached the passing standard score or passed and the others failed. It means that the students' writing ability in descriptive text before being taught by using POWER strategy was very **low**. While the data statistics of pre-test can be seen as followed:

Table IV. 6
Statistics

pre_test		
N	Valid	20
	Missing	0
Mean		55.50
Std. Error of Mean		.793
Median		56.00
Mode		56
Std. Deviation		3.547
Variance		12.579
Range		12
Minimum		48
Maximum		60
Sum		1110

Based on the analysis of pre-test score above, it is clearly that there were found that minimum score was 48 and maximum score was 60, the standars deviation was 3.547. While, mean of pre-test was 55.5. Moreover, that mean score in the classification of students score in writing descriptive text were categorized into fair. This is based on table below:

Table IV. 7
The Classification of Students Score in writing Descriptive Text

Score Level	Category
80-100	Excellent
66-79	Very Good
56-65	Good
46-55	Fair
0-45	Poor

2. Analysis of Students' Ability in Writing Descriptive Text after being Taught by Using POWER Strategy

The data of students' post-test were the score of the students' writing ability in descriptive text. The score were displayed below:

Table IV. 8
Students' Posttest Scores

Score (x)	Frequency (f)	Passing Score
50	1	Failed
54	2	Failed
56	1	Failed
58	2	Failed
60	4	Passed
62	2	Passed
64	1	Passed
66	4	Passed
68	3	Passed
Total	20 students	100

From the table IV.8, it was found that 11 students reached the passing standard score or passed and 9 students failed. It means that the students' writing ability in descriptive text after being taught by using POWER strategy improved since there were many students who obtained the passing standard score. While the data statistics, can be seen as followed:

Table IV. 9

Statistics		
post_test		
N	Valid	20
	Missing	0
Mean		61.30
Std. Error of Mean		1.172
Median		61.00
Mode		60 ^a
Std. Deviation		5.243
Variance		27.484
Range		18
Minimum		50
Maximum		68
Sum		1226

a. Multiple modes exist. The smallest value is shown

Based on the analysis of post-test score above, clearly that there were found that minimum score was 50 and maximum score was 68, the standars deviation was 5.243. While, mean of post-test was 61.3. Moreover, that mean score in the classification of students score in writing descriptive text were categorized into **good**.

3. The Difference of the Students' Ability in Writing Descriptive Text before and after being Taught by Using POWER Strategy.

Table IV. 10
The Difference of Mean of the Students' Pre-test and Post-test Scores

No	Student	Score (x)	Score (y)
1	Student 1	56	60
2	Student 2	60	66
3	Student 3	58	66
4	Student 4	56	60
5	Student 5	52	58
6	Student 6	56	66
7	Student 7	54	54
8	Student 8	60	68
9	Student 9	54	60
10	Student 10	60	68
11	Student 11	56	66
12	Student 12	52	60
13	Student 13	48	56
14	Student 14	56	62
15	Student 15	56	64
16	Student 16	58	68
17	Student 17	48	58
18	Student 18	60	54
19	Student 19	56	50
20	Student 20	54	62
	Total	1110	1226
	Mean	55.5	61.3

The data obtained from the students' pretest and posttest scores were compared in term of mean. From the table IV. 10, it was found that the mean of students' pretest score was 55.5 and the mean of students' posttest score was 61.3. It means that the students' writing ability in descriptive text before being taught by using POWER strategy did not reach the passing standard score, but the students' writing ability in descriptive text after being taught by using POWER strategy reached the passing standard score. In order to find out the difference between pretest and posttest score, the analysis can be continued as follows:

Table IV. 11

		Statistics	
		pre_test	post_test
N	Valid	20	20
	Missing	0	0
Mean		55.50	61.30
Std. Error of Mean		.793	1.172
Median		56.00	61.00
Mode		56	60 ^a
Std. Deviation		3.547	5.243
Variance		12.579	27.484
Range		12	18
Minimum		48	50
Maximum		60	68
Sum		1110	1226

a. Multiple modes exist. The smallest value is shown

Based on the statistical description table above, it showed the detail description of all the data. It can be seen the differences of mean, std. error of mean, median, std. deviation and other for data both of pre-test and post-test that the mean score of posttest was higher than pretest score.

D. The Data Analysis T-test

The data analysis presents the statistical result followed by the discussion about the difference of students' ability in writing descriptive text of the first year students at MTs Al-Istiqomah Selatpanjang Meranti Island Regency. The researcher used Paired Sample t-test from SPSS.17 version to analyze the difference of students' ability in writing descriptive text of the first year students at MTs Al-Istiqomah Selatpanjang Meranti Island Regency. The data analysis of this case were used Paired Sample T-Test that can be seen as follows:

Table IV. 12
Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pre_test	55.50	20	3.547	.793
post_test	61.30	20	5.243	1.172

Based on the table above, it can be seen that the total students consists of 20 students. The mean of pre-test was 55.50, and mean of post-test was 61.30. Standard deviation from pretest was 3.547, while standard deviation from posttest was 5.243. Standard error mean from pretest was 0.793, and posttest was 1.172.

Table IV. 13

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 pre_test & post_test	20	.478	.033

According to Ridwan et al, in the table Paired Sample Correlations showed the correlation between before using POWER strategy as a pre-test and after using POWER strategy as a post-test. The correlation was 0.478 for significant that was 0.033. Hypotheses that:

H_a = is accepted that there is a significant difference of students' ability in writing descriptive text before and after being taught by using POWER strategy.

H_0 = is ejected that there is no significant difference of students' ability in writing descriptive text before and after being taught by using POWER strategy.

While the decision,

- If $\alpha = 0.05$ Sig, so H_0 is accepted and H_a is rejected.
- If $\alpha = 0.05$ Sig, so H_a is accepted and H_0 is rejected.

Based on analyzing from SPSS 17 Version, Sig was 0.033.

In fact that $0.05 > 0.033$, so H_a was accepted and H_0 was rejected. It means that there was significant difference of students' ability in writing descriptive text after using POWER strategy.

Table IV. 14

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pre_test - post_test	5.800	4.720	1.055	8.009	3.591	5.496	19	.000

Based on the output SPSS above, Paired-Sample T-test showed to know

t_{observed} and t_{table} .³⁹

If $t_{\text{observed}} > t_{\text{table}}$, H_a is accepted.

If $t_{\text{observed}} < t_{\text{table}}$, H_a is rejected.

The number of coefficient comparative in t-test can be negative and positive. However, the negative number it is not an algebra, but it is mentioned as the difference of gain degree of the number.⁴⁰ It means that $t_{\text{observed}} = 5.496$ and the negative sign is ignored. Based on the output SPSS above, it answered the hypothesis of the research that H_a is accepted because $t_{\text{observed}} = 5.496$ and $\text{Sig (2-tailed)} = 0.000$ with $df = N-1 = 19$ and t_{table} =for 5% = 2.09 and 1% = 2.86. So, $2.09 < 5.496 > 2.86$. It means that H_0 is rejected. In conclusion that there was a significant difference of students' ability in writing descriptive text before and after being taught by using POWER strategy of the first year of MTs Al-Istiqomah Selatpanjang Meranti Island Regency.

³⁹ Riduan, Adun Rusyana, Enas, 2011, *Cara Mudah Belajar SPSS 17.0 dan Aplikasi Statistik Penelitian*, Bandung: Alfabeta, p. 50.

⁴⁰ Hartono, 2004, *Statistik untuk Penelitian*. Pekanbaru: LSFK₂P, p. 166.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analyzed and data presentation explained at the chapter IV, the researcher concludes the answer formulation of the problems:

1. Students' writing ability in descriptive text before being taught by using POWER strategy is lower.
2. Students' writing ability in descriptive text after being taught by using POWER strategy is higher.
3. The mean of students' ability in writing descriptive text before being taught by using POWER strategy is different from after being taught by using POWER strategy.

B. Suggestion

Based on the research finding, the researcher would like to give some suggestions, especially to the teacher, students and the school. From the conclusion of the research above, it is found that using POWER strategy can give significant difference toward students' ability in writing descriptive text. The suggestions are below:

1. It is hoped that the teacher at MTs Al-Istiqomah Selatpanjang Meranti Island Regency can implement this strategy in teaching writing because this strategy can make improvement on students' ability in writing.

2. The teacher should support the strategy by using interesting topic that suitable to the students' level and presents the lesson objective clearly in order to make the students motivated in learning activity.
3. The teachers should support their teaching activity with the interesting media.
4. For the students, they have to hard effort to improve their writing ability and take a part actively in learning process in order to support their writing mastery.
5. For the school, it is an improvement in learning process especially in English subject that useful to increase quality of school itself.

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